

IMPROVING STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT THROUGH ANTICIPATION GUIDE.

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Abstract

This study concerns with improving students' reading comprehension in descriptive text through anticipation guide. The objective was to investigate improvement of students' reading comprehension by applying anticipation guide. This research was conducted by using action research method. The subject of the study was grade VII students of SMP SWASTA TAMAN HARAPAN MEDAN totalling to 30 students. They were taught reading comprehension by anticipation guide. The instruments for collecting data were quantitative data and qualitative data (observation sheet and questionnaire sheet). Based on the test score of quantitative data, students' score kept improving in every evaluation. In the orientation test the mean was 51, in the cycle I test the mean was 67,6. In the cycle II test the mean was 79,6. The percentage of orientation test was 16,6 %, cycle I test was 30 % and cycle II test was 73,3 %. The finding of the research showed that applying anticipation guide significantly improved students' reading comprehension. The qualitative data show that the students were more interested and motivated on reading comprehension through anticipation guide. It is suggested that teachers should apply anticipation guide as one of strategy to improve students' reading comprehension.

Introduction

The Background of the Study

English, as an international language, has shown its important role in all aspects of human life all over the world. In Indonesia, English has become one of important subject taught at all levels, from elementary school level up to university level. Become an important subject, students are expected to master English. There are four skills in English, such as listening, speaking, reading, and writing. Reading is one skill which has many contributions in enhancing and enriching students' knowledge.

Stoller(2002: 9) states that Reading is the ability to draw meaning from the print page and interpret this information appropriately. Reading is also interactive in the sense that linguistic information from the text interacts with information accurate by the reader from long-term memory, as background knowledge. Johnson (1983: 17) states that reading comprehension as a complex behavior which involves conscious and unconscious use of strategies, including problem solving strategies, to build a model of the meaning which the writer is assume to have intended . in teaching reading, instructors need to be involved in helping language learner acquire the literate skill which aid them in comprehending texts in English standard.

Based on the data was observed by the researcher on SMP SWASTA TAMAN HARAPAN Medan, there are some factors that make the students unable to comprehend the text, one of them is descriptive text. Descriptive text is a written text in which the writer describes a particular person, place, or thing. Namely the students do not understand the meaning of their reading text, they have no interest to comprehend the reading text, and they do not have motivation to read. Besides that,

the teachers do not motivate the students to read as an enjoyable activity. Because the way the teachers teach the students does not make the class live. The teachers also do not apply a suitable strategy in teaching reading. All those factors were found by the writer during her teaching practice. All those factors mentioned above do not happen in the teaching process if the teachers use the suitable strategy. By applying a suitable strategy, it is hoped that the students will learn and understand the lesson well. In order to make teaching learning process meaningful and attractive, the teacher needs to apply an applicable strategy. The aim of applying strategy is to make the lesson easy for the students to learn and to understand the English text in teaching process.

In www.adlit.org/strategies/19712/ anticipation is important to conduct a research by using anticipation guide because this strategy is loved by teachers because of their ability to engage all students in the exploration of new information by challenging them to critically think about what they know or think they know about a topic. In doing so, anticipation guides set a purpose to the reading, even for those students who initially may not be engaged by the topic.

H.L Herber (1978) states that anticipation guides have been recognized as an effective reading strategy since their development. The guides were primarily used to activate students' prior knowledge of a subject. However today, educators are also using this strategy to increase motivation to read the text. Anticipation guides are typically a list of statements related to the topic(s) presented in a section of text.

The average number of statements will range from six to twelve. Before reading, the students review the anticipation guide and indicate if they agree or disagree with each

of the statements. Most of the statements are clearly true or false, but two or three of them should be written to generate controversy and argument.

Therefore, the researcher interests to do this research to know how Anticipation Guide improves the students' reading comprehension in descriptive text.

Reading comprehension is the mental process by which readers take the words encode by a writer used to construct an interpretation of what they think the writer intended to convey.

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Aldorson (2000) states that reading for general comprehension is in its most obvious sense, the ability to understand information in a text and interpret it appropriately. However, comprehension abilities are much more complex than this definition suggests. To offer a more accurate picture of reading comprehension, we define it according to a set of necessary processes.

Reading comprehension then , depends on many factors: the reader's ability to attend to the printed ideas, the reader's background knowledge to which new information must be added, the quality of the writing itself, and the reader's purpose or goal in reading the material. Thorndike (1917: 332) states "we should not consider

the reading of a textbook or reference level from the task of evaluating or using what is read.

Based on the above explanation, the writer conclude that reading comprehension is understanding a text that is read, or the process of constructing meaning from a text.

Frank Smith (1978) states that anticipation guides is allow the reader to make predictions about text that will be read by eliminating possibilities that are unlikely.

Anticipation guide also called reaction or prediction guides, the anticipation guide is a way to prepare a reader prior to a reading assignment by asking them to react to a series of statements related to the content of the material.

Reasons for using anticipation guides include:

- 1) relating prior knowledge to new information to enhance comprehension,
- 2) creating interest which stimulates discussion on the topic, and
- 3) creating possibilities for integrating reading and writing instruction.

. The Produce of anticipation guide

- 1) Read the passage of story

Read and analyze the text to identify the major concepts (both explicit and implicit).

- 2) Decide on major concepts

Decide which concepts are most important. Use these to create student interest and to agitate or stimulate reflection on prior knowledge and beliefs.

- 3) Write statements on major concepts

Write short, declarative statements about the major concepts. There can be as few as 3-5 statements or up to about 15. The statements should be thought-provoking and reflect the students' backgrounds. General statements are better than abstract or overly specific ones. Famous quotations and idioms work well. The statements should be written in a format that will elicit students to predict and anticipate.

4) Display the guide

To allow students time to react to each statement, display the guide either on the blackboard or on an overhead, or distribute individual worksheets. Give clear directions for what the students are to do with the guide, such as writing an "A" for agreeing or a "D" for disagreeing in the left-hand column for each statement. Make sure to leave space for responses on the sheet. Students can complete the guides individually, in pairs or small groups, or as a whole class.

5) Discuss

Conduct a class discussion about the concepts before the students read the text. Students are expected to support their answers with more than a "yes" or "no" response. Students are to give examples from past experience and explain the decision-making process by which they arrive at their answers.

6) Read

Have students read the selected text, evaluating the statements from the anticipation guide in light of the author's intent and purpose.

7) Revisit the guide

Revisit the guide after you have read the passage to allow students to compare and contrast their original responses with current ones. The objective is to see what information the reading of the passage has allowed them to assimilate or learn.

Research Question

Based on the background of the study, the research of problem is formulated as the following” is students’ reading comprehension in descriptive text significantly improved through Anticipation guide?”

Conceptual Framework

In reading probably the most critical academic skill that school can impart to their students. An effort is made to select approach, procedure, technique, method or strategy which is easily replicable in classroom setting.

It has been stated that teaching reading by using anticipation guide will enable students in comprehending a text. Anticipation guide different from other strategy in term of the way of teaching.

The process anticipation guide is begun with a comprehension strategy that is used before reading to activate students' prior knowledge and build curiosity about a new topic. Before reading, students listen to or read several statements about key concepts presented in the text; they're often structured as a series of statements with which the students can choose to agree or disagree. Anticipation guides stimulate students' interest in a topic and set a purpose for reading. Therefore, it is expected that teaching by using anticipation guide will improve students’ reading comprehension.

Research Method

This research was conducted by applying classroom action research. It was a way for teacher to know what problem is usually face in everyday practice and to analyze it to make some helpful decision later on. According to Waterman et al. (2001: 4) action research is a period of inquiry, which describes, interprets and explains social situations while executing a change of intervention aimed at improvement and involvement. It is problem-focused, context specific and future-orientated. Action research is a group activity with an explicit value basis and is founded on a partnership between action researchers and participants, all of whom are involved in the change process. The participatory process is educative and empowering, involving a dynamic approach in which problem-identification; planning, action and evaluation are interlinked. Knowledge may be advanced through reflection and research, and qualitative and quantitative research methods may be employed to collect data. Different types of knowledge may be produced by action research, including practical and propositional. Theory may be generated and refined and its general application explored through cycles of the action research process.

Result and Discussion

The data was got from the result of the students reading score. In this research used qualitative and quantitative data. Quantitative data can be found through conducting test, the writer analyzes data by using statistical analysis. To see whether

the improvement of students' reading after being teacher through Anticipation Guide is significant or not, the writer use some of students' comprehension.

In collecting qualitative data, the following instrument will be applied:

1. Interview, the writer interviews the English teacher about the difficulties in reading, Moreover; she also interviews teacher and the students to know their opinion about Anticipation Guide.
2. Observation sheet, was used to identify all the condition that was the context of the situational done by the collaborator.

Conclusion and Suggestion

Conclusion

Based on the result of the study, the conclusions are drawn as follows:

1. There is an improvement of the students' reading comprehension if it a taught through Anticipation Guide. It showed by the mean of the students: orientation test (51), the first competence test (cycle I)(67,6) and the second competence test(cycle II)(79,6), Moreover, the qualitative showed that the students were more enjoyable and in interested in learning reading comprehension through Anticipation Guide. It is showed by their enthusiasm in reading comprehension in two cycles and their respond while they were asked about Anticipation Guide.

Suggestions

Related to the conclusion above, some suggestions are pointed out as follows:

1. For the English teacher, it's better to through Anticipation Guide in teaching learning process because it's proven that this strategy can improve the students' achievement in reading functional text easily and creatively.

For the reader who are interested with this study must explore the further knowledge to enlarge the understanding in reading functional text and search another reference because it can give good development.

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